Leesland C of E Federation

SEND Policy

"Two Schools, One Vision"

Approval By:	Learning Committee
Review Frequency:	Annually
Last Reviewed:	January 2026
Next Review Due:	Spring 2027

Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF THE GOVERNING BODY

Date Approved: 20th January 2026

*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

Definition

As stated in the Special Education Needs & Disability Code of Practice (0-25 years) 2014 'a child of compulsory school age or a young person has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'.

The Code of Practice defines Special Educational needs provision as *'education or training which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers'.*

Core Values

The Federation of Leesland CE Infant and Junior Schools strives to support all children to enable them to achieve at school through the core values of 'Love, Grace and Respect'.

The Governing Body, Executive Head, Heads of School, Special Educational Needs & Disability Co-ordinator (SENDCo), teaching and non-teaching staff will make effective provision for children with special educational needs in accordance with the principles set out in the Special Educational Needs Code of Practice 0-25 (2014).

Reference should also be made to:

· The Equality Act (2010)

· The Ofsted SEN Review (2010)

· The Education Bill (2011)

· The Children and Families Act (2014)

· Hampshire County Council's Local Offer

· The current version of Keeping Children Safe in Education (KCSiE)

Further information can be found in the schools SEND Information Report which can be accessed via the school website.

Key Roles

The assistant head (inclusion) is responsible for special education provision and the day-to-day running of the SEND policy. They hold the role of SENDCo as well as assistant head (inclusion).

The link governor for SEND has regular planned meetings with the SENDCo, and is thus informed about the school's current needs, provision, assessment and results.

The SEND Link Governor disseminates to the full Governing Body, who ensures that the SEND objectives are being met. However, All Governors are aware of their role and responsibilities with regard to the Special Educational Needs and Disability Code of Practice. The governing body has a collective responsibility and corporate statutory duties for children with special educational needs

Class teachers and support staff are involved from the identification stage and liaise with parents and the SENDCo as appropriate.

Parents are involved at all stages and have a responsibility to communicate effectively with the school to support their child's education.

The SENDCo is responsible for:

· Overseeing the day-to-day operation of the Federation's SEND policy.

· Co-ordinating provision for pupils with SEND.

· Liaising with parents of pupils with SEND when required.

· Liaising with school staff, Early Years Providers and other schools, other professionals and outside agencies including independent or voluntary bodies.

· Supporting staff and advising on the graduated approach to providing SEND support.

· Ensuring records for pupils with SEND are maintained and updated.

· Ensuring statutory expectations for pupils with SEND are adhered to within the Federation.

· Working with the SEND Governors to ensure the school meets its key responsibilities under the Equality Act 2010.

Leeland C of E Federation has a SENDCo (Special Educational Needs and Disabilities Coordinator) who works across both school sites – Miss M. Stuart.
Contact details for our SENDCo are via the respective school office:
infantadminoffice@leeslandschools-fed.co.uk
junioradminoffice@leeslandschools-fed.co.uk

The class teachers are responsible for:

· Having an awareness and understanding of the Federation's SEND policy.

· The progress and development of all pupils through high quality inclusive teaching, including those who access support from other staff.

· Implementing the graduated response to a pupil's needs through the cycle of assess, plan, do, review and raising any concerns with the SENDCo as part of this process.

· Adapting teaching approaches for groups and individuals to reflect the range of needs within the class.

· Providing, writing, implementing and reviewing targets for individual pupils in liaison with other staff and outside agencies as appropriate.

· Informing and liaising with parents.

Contact details for class teachers are via the respective school office:
infantadminoffice@leeslandschools-fed.co.uk
junioradminoffice@leeslandschools-fed.co.uk

The Role of the Governor is:

· To meet regularly with the SENDCo to monitor and review the policy and practice for SEND and outcomes for pupils with SEND.

· To ensure objectives for SEND are being met.

· To disseminate developments within SEND to the full governing body.

· To be aware of the budget and deployment of staff in relation to SEND, ensuring resources provided result in positive outcomes for children.

Contact details for governors is via:
clerktogovernors@leeslandschools-fed.co.uk

Objectives

1) To meet the requirements of the SEND Code of Practice (COP).

2) To provide quality first teaching across the school and curriculum.

3) To identify, target and meet children's individual needs through quality first teaching.

4) To ensure provision is made for identified children to enable them to access the full school curriculum, including the Foundation Stage and National Curriculums.

5) To differentiate tasks in any area where a child's needs are assessed as different from and/or additional to those of their peers, providing a graduated response to their needs.

6) To encourage parents to be involved in all aspects of their child's education.

7) To liaise with parents regarding their child's learning programmes.

8) To enable pupils to be involved throughout the process at a level appropriate to their age and level of development.

9) To access appropriate outside expertise to more closely meet a child's individual needs.

10) To continually enhance staff knowledge and skills through a planned programme of continuing professional development (CPD) resulting in staff being reflective and effective practitioners.

All children have individual needs but a small percentage have special educational needs (SEND). We will endeavour to meet individual needs with a differentiated curriculum enabling all children to succeed as learners through achieving the above objectives.

Complaints

We will try to address any concerns you have immediately they are raised with us so please approach school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child, we advise you to speak to the class teacher, phase leader, SENDCo and the Executive Headteacher in this order. The school always welcomes collaboration with parents. If you have concerns after this discussion you should refer to the federation complaints policy, which can be found on the federation website.

SEND training

The whole staff team are kept up to date with developments in SEND through the internal staff CPD structure. These training opportunities are led by school staff, members of outside agencies, teacher advisors or HIAS team members dependent on the focus. This focus may be triggered by an individual child's needs, a member of staff's performance management, the schools' improvement

plan or County/Government initiatives. It may be delivered to individuals, a focused team or whole staff. Provision can be internal or external.

Outside Agencies and Support

Support may be sought externally from partner agencies including special schools, colleagues, Children's Services, Health, voluntary organisations. We adhere to the referral criteria and procedures pertinent to the individual partner agency. To comply with new data security guidelines, we would always seek parental consent for such referrals.

Admissions

The Federation of Leesland CE Infant and Junior Schools welcomes pupils of all abilities and will follow the County Admissions policy. The Heads of Schools, in liaison with parents and outside agencies, will adapt and enhance admission arrangements when deemed appropriate, in consultation with the Governing Body. This may also include enhanced induction and individualised integration. County and in-house risk assessments will be carried out when required. Adaptations to buildings, furniture and resources will be actioned, when necessary, for example a Hearing Loop. Each school has accessible external entrances and a designated accessible toilet. There are disabled parking bays in the car parks. Please see accessibility policy for further information.

Funding

The SENDCo, overseen by the Executive Headteacher, will ensure that all of the SEND funding, as allocated through County systems, for pupils with and without Education, Health & Care Plans, is used to directly impact on all children highlighted on the SEND register to ensure that they are able to access, as fully as possible, the schools broad and balanced curriculum. Resources and adult support are allocated proportionately according to an individual pupil's level and type of need.

The Leadership Team and governors review the effectiveness of this allocation looking at attainment and progress against value for money.

High Quality Inclusive Teaching:

All children, regardless of need, will receive high quality inclusive teaching. Additionally, pupils who are performing significantly outside of the range expected for their age group will be closely monitored. The class teacher will ensure appropriately variated learning opportunities are provided, seeking support and guidance from the SENDCo as needed. When it is determined that a pupil does have a special educational need, parents will be informed and the child included on the SEND register.

Graduated Approach

The aim of formally identifying a child with Special Educational Needs and Disability is to help school ensure that effective provision is put in place and so remove barriers to learning. Decisions are made to place children on the SEND list using the Assess-Plan-Do-Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs. This is known as the Graduated response. All assessment results are analysed by the SENDCo. Any pupil whose results show concerns are identified and their progress monitored.

SEND Support

A child may be identified as having a special educational need or disability within one or more of the four key areas of SEND:

· Cognition and Learning

· Communication & Interaction

· Social, Emotional & Mental Health

· Sensory and/or Physical Assess

Pupils with SEND may be identified by pre-school/school staff or outside agencies including Health and Children's Services professionals and through liaison with parents. The school SENDCo / class teacher will ensure that all relevant information is gathered and appropriate assessments carried out over time. This may include observations, discussions with child, parents and adults involved. It may include more formalised assessments, both internal and external. As a result, the pupil may be placed on the schools SEND Register at the SEN Support Stage.

When deemed appropriate by school, parents and outside agencies a request for a statutory assessment may be submitted to County. This may or may not result in an Education, Health & Care Plan being issued for the pupil.

Plan:

Where appropriate an individualised plan for pupils on the SEND Register is completed by the class teacher in liaison with the SENDCo and shared with parents. These are reviewed at least termly highlighting specific support which is in place for the pupil, in addition to the support provided through quality first teaching. It may also identify areas which can be supported by the parents to reinforce and support their progress at home.

Do:

The class teacher remains responsible for planning for, and teaching, the pupil on a day-today basis. Specific programmes of support, as identified during the planning stage, may be implemented by school staff in small groups or on a 1:1 basis. The class teacher will retain responsibility for these pupils even if some of this teaching takes place away from the main class teacher. Interventions, strategies and approaches employed will be shared with all relevant staff and recorded on the pupil's individualised plan. Specific and measurable targets will be set by school staff and/or outside agencies.

Review:

Targets and provision for pupils will be reviewed regularly by staff and/or outside agencies. The review process will evaluate the impact of the support/interventions. Next steps in learning will be identified and new targets set accordingly linking back to the assessment stage of the cycle. The review may also consider the views of pupils and will be shared with parents. The outcome of each review will be recorded in the pupil's individual SEND file.

Pupils with lifelong or significant difficulties may undergo a Statutory Assessment process which is usually requested by the school with parental consent but can be requested by the parents. This will occur when a multi-agency approach to assessing the pupil's needs is required. This may result in Hampshire County Council agreeing to assess the pupils need for an Education, Health & Care Plan.

Education, Health & Care Plans (EHCPs) will be formally reviewed annually, incorporating the outcomes of interim reviews if applicable. All parties must feel that their views are listened to and valued.

A child's targets will be discussed with parents at the Parent Interviews in the Autumn and Spring Term. A parent can request additional parent interviews at any time during the school year. Parents may be invited in at other times during the year to discuss progress and new targets. The Head of Schools / SENDCo are happy to meet with parents / carers where needed.

Criteria for Exiting the Special Education Needs and Disability Register

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern they will be removed from the Special Educational Needs and Disability list. Children who make progress which means they are no longer on the Special Educational Needs and Disability list will continue to be monitored and their progress tracked.

Parents will be involved in the consultation and informed of their child's development.

Curriculum Access and Integration

Every child is included, where practical, in all opportunities offered by the school, both curricular and extra-curricular as an integral part of the school community. Variation, adult support and adaptations to the curriculum will be provided as appropriate.

Phase Transfer

For children with an identified special educational need or disability the SENDCo will liaise with the pre-schools to ensure sharing of information and successful, planned integration into Leesland CE Infant School.

The SENDCo will plan for a smooth transition from one year group to the next, and from the infant school to the junior school, in liaison with staff, parents and pupils. Links with relevant outside agencies will be developed and/or maintained where appropriate.

Early transition plans will be made with any receiving schools at the time of school or key stage transfer. This may include transition meetings, Transition Partnership Agreements or additional visits for identified children. Transfer plans for secondary placement for pupils with SEND will be considered in the autumn term of Year 6 or, if appropriate, at the Year 5 annual review meeting for pupils with an EHCP.